

Iowa Individual Administrator Professional Development Plan
to be developed collaboratively between administrator and supervisor

Name: _____ **School:** Elementary Building sample **District:** _____ **AEA:** _____

District or Building Focus

Step 1

General District Goal Area (from CSIP or other improvement plan) If using a goal area not included in a plan, include data which shows the need for focusing your leadership actions in this area.

District goal: All students will make annual growth in literacy skill development.

Step 2

Specific School or District Goal (for above general goal area)

School goal: The percentage of students in grades 3-5 who score at or above the proficient level in reading comprehension will increase from 69% in 2008 to 75% in 2009 as measured by ITBS.

Step 3

Specific Leadership Goals* (1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)	Related ISSL	Indicators of Progress (Document the effect of chosen indicators.)	Start & End Dates	Review Date(s)	Items discussed during review
Align reading comprehension grade level goals with school goals, institute common formative assessments in all classrooms, and use formative assessment results to create a plan for professional development related to instructional strategies in reading.	1, 2	Require and support all teachers to: 1) analyze ITBS test performance for their students and create specific improvement goals, and 2) administer and analyze common formative assessments in reading comprehension and use the results to inform instruction, and 3) collectively determine professional development focus for next year. Documentation: A list of grade level ITBS/ITED goals for reading comprehension. A 1-2 page written report that includes: 1) an analysis of student reading comprehension performance on common formative assessments, and 2) areas for future instructional focus.	Start: Aug. End: May	October and April	

Step 4

Learning Goals* (1-3 things the administrator will LEARN to increase likelihood that goals in steps 1 & 2 will be achieved)	Related ISSL	Indicators of Progress (Document the effect of chosen indicators.)	Start & End Dates	Review Date(s)	Items discussed during review

Increase my understanding of formative assessment; use this knowledge to provide leadership for the development and use of these assessments in my school.	1, 2	Read <i>Results Now</i> by Mike Schmoker and <i>Common Formative Assessments</i> by Larry Ainsworth and Donal Veigut. Attend Common Formative Assessments seminar sponsored by The Leadership and Learning Center. Contact AEA assessment Consultant for additional resources. Documentation: Share with my staff and district administrative team a brief written summary of key points from reading and workshop. Document a specific strategy I have used with my staff to help them with this work.	Start:7/1 End: 6/30	October and April	

*Administrators are encouraged to use “SMART Goal” design to develop their goals. See page 2.

Step
5

Supports for Plan Implementation (check all that apply and describe)

☐ Supervisor/Board:
☐ Peer:

☒ AEA/Regional: AEA Assessment Consultant
☐ Other:

Administrator Signature/Date _____ Supervisor Signature/Date _____

SMART Goals Worksheet

This is an optional tool to assist with goal writing. Use the process for each of the 1-3 goals you are considering.

S – Strategic and Specific

Strategic - Select a high-leverage goal that will make a difference.

Specific - Clearly define what you will do and how you will do it.

M – Measurable

Establish concrete criteria for tracking progress and determining success.

A – Attainable

Select a goal you have a reasonable expectation of achieving (a “stretch” goal that is not easy, but doable).

R – Results-based

Clearly define the results you expect to see.

T – Time-bound

Establish a starting and ending date for completion of the goal.

Leadership Goal

R – What result do you hope to achieve? Be specific.	S - What specific leadership action(s) might lead to the desired result? Describe what you will do and how you will do it.	A – What is the likelihood you will achieve the goal upon successful completion of the actions described? Show the connection between your actions and the desired result.	M – What measures (criteria) will you use to determine progress and document the effect of chosen indicators?	T – What is the timeframe for completing the goal? List start date, review date(s) and end date.
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Improve reading comprehension skills of all students by creating an aligned school wide system of goal setting, common formative assessments, and collective professional development.	Require and support all teachers to: 1) analyze ITBS test performance for their students and create specific improvement goals, and 2) administer and analyze common formative assessments in reading comprehension and use the results to inform instruction, and 3) collectively determine professional development focus for next year.	The likelihood is high because teachers will be focused on specific goals for their students and will have frequent feedback about student progress. Most teachers will be agreeable to doing this work, if I provide the direction and support they need.	A list of grade level ITBS/ITED goals for reading comprehension. A 1-2 page written report that includes: 1) an analysis of student reading comprehension performance on common formative assessments, and 2) areas for future instructional focus.	Start in August; end in May. List of goals will be completed by Sept. 30. Written report will be completed by April 30.
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Final leadership goal statement: (Combine considerations in all columns to create your goal statement. Transfer this to the first page of the plan.)

Align reading comprehension grade level goals with school goals, institute common formative assessments in all classrooms, and use formative assessment results to create a plan for professional development related to instructional strategies in reading.

Learning Goal

R – What result do you hope to achieve? Be specific.	S - What specific leadership action(s) might lead to the desired result? Describe what you will do and how you will do it.	A – What is the likelihood you will achieve the goal upon successful completion of the actions described? Show the connection between your actions and the desired result.	M – What measures (criteria) will you use to determine progress and document the effect of chosen indicators?	T – What is the timeframe for completing the goal? List start date, review date(s) and end date.
Learn more about formative assessment.	Read <i>Results Now</i> by Mike Schmoker and <i>Common Formative Assessments</i> by Larry Ainsworth and Donald Veigut. Attend Common Formative Assessments seminar sponsored by The Leadership and Learning Center. Contact AEA assessment Consultant for additional resources.	These are respected leaders in the field of formative assessment. Through the reading and workshop attendance, the likelihood is high that I will be more knowledgeable in this area.	Share with my staff and district administrative team a brief written summary of key points from reading and workshop. Document a specific strategy I have used with my staff to help them with this work.	Start July 1; end June 30.

Final learning goal statement: (Combine considerations in all columns to create your goal statement. Transfer this to the first page of the plan.)

Increase my understanding of formative assessment; use this knowledge to provide leadership for the development and use of these assessments in my school.